

## ***2004-2005 No Child Left Behind - Blue Ribbon Schools Program***

### ***U.S. Department of Education***

#### **Cover Sheet**

Type of School: ☒ Elementary ☐ Middle ☐ High ☐ K-12

Name of Principal MS. BARBARA M. CLARK

(Specify: Ms., Miss, Mrs., Dr., Mr., Other) (As it should appear in the official records)

Official School Name ST. MARK'S LUTHERAN SCHOOL

(As it should appear in the official records)

School Mailing Address 2323 LAS LOMITAS DRIVE

(If address is P.O. Box, also include street address)

HACIENDA HEIGHTS

CA

91745-4414

City

State

Zip Code+4 (9 digits total)

County LOS ANGELES

School Code Number\* N/A

Telephone ( 626 ) 968-0428

Fax ( 626 ) 333-4998

Website/URL www.stmarks.ws

E-mail bclark@stmarks.ws

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge all information is accurate.

\_\_\_\_\_  
(Principal's Signature) Date \_\_\_\_\_

Name of Superintendent\* PASTOR PHILIP DEMERS

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name \_\_\_\_\_ Tel. ( 626 ) 961-2488

I have reviewed the information in this application, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(Superintendent's Signature) Date \_\_\_\_\_

Name of School Board

President/Chairperson MR. JAMES LUERSEN

(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this package, including the eligibility requirements on page 2, and certify that to the best of my knowledge it is accurate.

\_\_\_\_\_  
(School Board President's/Chairperson's Signature) Date \_\_\_\_\_

## **PART I - ELIGIBILITY CERTIFICATION**

**[Include this page in the school's application as page 2.]**

The signatures on the first page of this application certify that each of the statements below concerning the school's eligibility and compliance with U.S. Department of Education, Office of Civil Rights (OCR) requirements is true and correct.

1. The school has some configuration that includes grades K-12. (Schools with one principal, even K-12 schools, must apply as an entire school.)
2. The school has not been in school improvement status or been identified by the state as "persistently dangerous" within the last two years. To meet final eligibility, the school must meet the state's adequate yearly progress requirement in the 2004-2005 school year.
3. If the school includes grades 7 or higher, it has foreign language as a part of its core curriculum.
4. The school has been in existence for five full years, that is, from at least September 1999 and has not received the 2003 or 2004 *No Child Left Behind – Blue Ribbon Schools Award*.
5. The nominated school or district is not refusing the OCR access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
6. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if the OCR has accepted a corrective action plan from the district to remedy the violation.
7. The U.S. Department of Justice does not have a pending suit alleging that the nominated school, or the school district as a whole, has violated one or more of the civil rights statutes or the Constitution's equal protection clause.
8. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

## PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

**DISTRICT** (Questions 1-2 not applicable to private schools)

1. Number of schools in the district:      N/A   Elementary schools  
      N/A   Middle schools  
      N/A   Junior high schools  
      N/A   High schools  
      N/A   Other  
      N/A   TOTAL

2. District Per Pupil Expenditure:      N/A    
     Average State Per Pupil Expenditure:      N/A

**SCHOOL** (To be completed by all schools)

3. Category that best describes the area where the school is located:

- ☐ Urban or large central city  
☒ Suburban school with characteristics typical of an urban area  
☐ Suburban  
☐ Small city or town in a rural area  
☐ Rural

4.   18   Number of years the principal has been in her/his position at this school.

           If fewer than three years, how long was the previous principal at this school?

5. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school only:

Grade	# of Males	# of Females	Grade Total	Grade	# of Males	# of Females	Grade Total
PreK	N/A	N/A	N/A	7	52	35	87
K	37	28	65	8	46	44	90
1	30	27	57	9			
2	41	40	81	10			
3	28	28	56	11			
4	47	43	90	12			
5	47	29	76	Other			
6	41	52	93				
TOTAL STUDENTS IN THE APPLYING SCHOOL →							695

[Throughout the document, round numbers to avoid decimals.]

6. Racial/ethnic composition of the students in the school:
- |             |                                  |
|-------------|----------------------------------|
| <u>30</u>   | % White                          |
| <u>2</u>    | % Black or African American      |
| <u>33</u>   | % Hispanic or Latino             |
| <u>35</u>   | % Asian/Pacific Islander         |
| <u>0</u>    | % American Indian/Alaskan Native |
| <b>100%</b> | <b>Total</b>                     |

Use only the five standard categories in reporting the racial/ethnic composition of the school.

7. Student turnover, or mobility rate, during the past year: 3.74 %

(This rate should be calculated using the grid below. The answer to (6) is the mobility rate.)

(1)	Number of students who transferred <i>to</i> the school after October 1 until the end of the year.	<b>9</b>
(2)	Number of students who transferred <i>from</i> the school after October 1 until the end of the year.	<b>17</b>
(3)	Subtotal of all transferred students [sum of rows (1) and (2)]	<b>26</b>
(4)	Total number of students in the school as of October 1 (same as in #5 above)	<b>695</b>
(5)	Subtotal in row (3) divided by total in row (4)	<b>.037</b>
(6)	Amount in row (5) multiplied by 100	<b>3.74</b>

8. Limited English Proficient students in the school 0 %  
0 Total Number Limited English Proficient  
 Number of languages represented: 9  
 Specify languages: **English, Mandarin, Cantonese, Spanish, Japanese, Korean, Armenian, Cambodian, and Arabic**

9. Students eligible for free/reduced-priced meals: 0 %

Total number students who qualify: 0

If this method does not produce an accurate estimate of the percentage of students from low-income families or the school does not participate in the federally-supported lunch program, specify a more accurate estimate, tell why the school chose it, and explain how it arrived at this estimate.

10. Students receiving special education services: 0  
6\* Total Number of Students Served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act.

<u>0</u> Autism	<u>1</u> Orthopedic Impairment
<u>0</u> Deafness	<u>0</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>1</u> Specific Learning Disability
<u>1</u> Hearing Impairment	<u>2</u> Speech or Language Impairment
<u>0</u> Mental Retardation	<u>0</u> Traumatic Brain Injury
<u>1</u> Multiple Disabilities	<u>0</u> Visual Impairment Including Blindness

\*St. Mark's does not have a special education program. We do have a few students, most notably one with cerebral palsy and one who has been identified as learning disabled by the public school who are fully included in the classroom. For children with special needs there is a support team of fully credentialed special education teachers who volunteer time in the consultative model to provide accommodations and modifications for the special needs students.

11. Indicate number of full-time and part-time staff members in each of the categories below:

	<b>Number of Staff</b>	
	<b><u>Full-time</u></b>	<b><u>Part-Time</u></b>
Administrator(s)	<u>2</u>	<u>0</u>
Classroom teachers	<u>32</u>	<u>6</u>
Special resource teachers/specialists	<u>0</u>	<u>0</u>
Paraprofessionals	<u>14</u>	<u>0</u>
Support staff	<u>6</u>	<u>4</u>
Total number	<u>54</u>	<u>10</u>

12. Average school student-"classroom teacher" ratio: 20:1

13. Show the attendance patterns of teachers and students as a percentage.

	2003-2004	2002-2003	2001-2002	2000-2001	1999-2000
Daily student attendance	98%	98%	97%	96%	97%
Daily teacher attendance	97%	98%	97%	98%	98%
Teacher turnover rate	5%	16%	12%	14%	5%
Student dropout rate (middle/high)	0	0	0	0	0
Student drop-off rate (high school)	N/A	N/A	N/A	N/A	N/A

## **PART III –SUMMARY**

St. Mark's Lutheran School was established in 1963; only one year after the congregation was formed. The St. Mark's mission to serve families and the community by furnishing an educational institution that integrates Christian principles and truth with exemplary academic and extra-curricular programs has been a catalyst for the growth of the school from a single kindergarten classroom 41 years ago, to a K-8 school with three sections at each grade level. St. Mark's is currently the largest Evangelical Lutheran School in the nation.

St. Mark's student population mirrors the ethnic diversity of its location in Hacienda Heights, California. Our student population is 35% Asian/Pacific Islander, 33% Hispanic or Latino, 30% white and 2% black or African-American. The success of all learners in our standards-based curriculum is ensured through the high expectations we hold for our students and is reflected in our mission statement that we glorify God by providing educational excellence in a safe, nurturing, Christ-centered environment.

Excellence and achievement are not limited to our student population. St. Mark's Lutheran School has the full accreditation of the Evangelical Lutheran Education Association and is under the direction of Barbara Clark, who was selected as a National Distinguished Principal by the National Association of Elementary School Principals and the U.S. Department of Education in 2001. Thirteen of our thirty-eight faculty members hold master's degrees and additional faculty members are currently pursuing a masters or further education.

The state of the art facilities at St. Mark's reflect our strong parent involvement in the school and their fundraising efforts. The school consists of 12 buildings, including a gymnasium, two science labs, two computer labs, and a library with over 17,000 volumes. Every classroom has at least one internet-connected computer. The school has a track, a par-fitness course, and three playgrounds.

Glorifying God through service to others is a crucial component of student life at St. Mark's. Each eighth grade student completes 10 hours of volunteer work prior to graduation. Our weekly chapel offerings support Lutheran Social Services, a Navajo Indian Mission School, and a child in the Philippines. Our students participate in two food drives and a toy drive annually, and many students join our staff and congregation in preparing and serving food for the East San Gabriel Valley Coalition for the Homeless.

Extra-curricular activities are provided as a part of St. Mark's mission to nurture the affective domain. Field trips and activities begin in kindergarten and continue throughout a student's experience at St. Mark's. Primary students travel to the San Diego Zoo and Green Meadows Farm, students in grade five learn about state government during their Sacramento/ San Francisco Trip, sixth graders spend a week studying the environment at El Camino Pines, seventh graders travel to Catalina Island to study marine biology, and eighth graders spend ten days on the East Coast experiencing history and government from colonial times to the present. We offer a strong athletic program in volleyball, flag football, basketball, and track. Within the regular school day, our physical education program focuses on individual improvement. For example, each child's progress on the Presidential Physical Fitness Test is monitored using faculty PDA's. Our music program includes two vocal choirs and two hand bell choirs. All students learn to read music and play the hand bells by the time they graduate. We have three levels of band for students in grades 4-8, and this spring we are launching our first full-scale musical for students in grades 6-8. Our librarian runs two book clubs, and we have leadership opportunities for students in grades seven and eight through their participation in student council, yearbook, newspaper, and Math Counts.

## **PART IV- INDICATORS OF ACADEMIC SUCCESS**

1. The standardized assessment tool administered by St. Mark's Lutheran School is the Terra Nova CTBS Complete Battery published by McGraw-Hill. The Terra Nova testing results are analyzed to measure our students' individual academic success, the academic success of our students collectively, as well as to examine our success in each area of our standards-based curriculum. St. Mark's Lutheran School policy is to test 100% of all students enrolled in grades three through eight. All students are given the same test and have the same time allotment for completing the Terra Nova although 20% of our student population is self-identified as speaking a language other than English in their home.

St. Mark's does no test preparation prior to the administration of the Terra Nova in the early spring of each year. Students in grades three and four take a practice test one day before the beginning of the testing to have them experience filling in the bubbles and to familiarize students with a standardized test format. In compliance with the guidelines in the Terra Nova administrator's guide, the school newsletter encourages all parents to feed their children a healthy breakfast, have them get plenty of sleep, and arrive at school on time during testing week. St. Mark's desires an accurate picture of student performance based on the comprehensive excellence of our core curriculum.

St. Mark's students' test scores evidence the strength of our standards-based curriculum. Our students clearly score in the above average range in all grades and in all areas tested on the Terra Nova. Student reading and math scores, as shown on the attached tables, indicate marked gains from the third grade to the eighth grade. St. Mark's 2003-2004 eighth grade reading and math scores placed students above the 90<sup>th</sup> percentile in the School Mean NCE. Eighth grade student scores ranged between two and four NCE points above the 90<sup>th</sup> percentile demonstrating that St. Mark's curriculum promotes achievement at the highest levels according to national norms.

Test data for St. Mark's Asian/Pacific Islander and Hispanic/Latino students was disaggregated. An examination of ethnic and racial test data indicates that all groups score in the above average range. In addition, all student-disaggregated groups are scoring within the range of our total student scores. St. Mark's disaggregated scores specifically show that our Asian/Pacific Islander and Hispanic/Latino students test scores improve as students move from third through eighth grade. Asian/Pacific Islander scores increased from 68.7 to 77.6 in math for 2003-2004. Although St. Mark's currently has no formal assessment to identify our English language learners, it is encouraging to note that our Asian/Pacific Islander students who comprise the 20% self-identified as English language learners, increased their NCE scores in reading by an average of ten points from third through the eighth grade. A study of individual student scores over a three-year period, 2001-2004 revealed that 77 % of Hispanic/Latino students increased their achievement during this time period. St. Mark's total school scores, as well as the scores of our Asian/Pacific Island and Hispanic/Latino students, demonstrate increased academic performance throughout their years at St. Mark's Lutheran School.

St. Mark's has been a strong proponent of student success through a comprehensive, standards-based curriculum. The St. Mark's Terra Nova test score results visibly indicate that students can attain high levels of academic testing achievement through a structured, rigorous, instructional program without specifically teaching to a test, or engaging in lengthy test preparations. St. Mark's is proud that our disaggregated test data for all racial and ethnic groups demonstrates that our entire student population is meeting the high expectations of our school's curriculum.

## PART IV – INDICATORS OF ACADEMIC SUCCESS

2. St. Mark's administers the Terra Nova in March and normally receives the testing results in late April. The school administration examines the scores noting individual student performance, student performance by grade level, and scores by subject area tested. The administration also compares current scores with how St. Mark's students have historically performed. A faculty meeting is held and scores are distributed to teachers for them to review individual student scores as well as the scores at their grade level. Grade level teams meet to analyze standardized test scores in an effort to compare student scores with classroom performance. The classroom assessments and standardized test scores serve as a diagnostic tool to measure individual student's progress. At the time of our spring conferences, teachers have both the student report card and the Terra Nova scores to share with parents as they review the student's assessment. Parents and teachers can discuss intervention strategies if needed. Although St. Mark's has no formal assessment program for special needs students, we employ a full-time faculty member who works with groups of one or two children who have been identified through the Terra Nova test scores and classroom assessments as students who would benefit from additional assistance.

The administration and department heads compare the expected outcomes of our standards-based curriculum with student performance. Focus areas that need to be strengthened are addressed through staff development programs. Recently, St. Mark's inserviced teachers on a new writing program. It was implemented after observing that our writing program was not 100% vertically integrated. This enabled us to close a noted skill gap in our middle elementary grades. St. Mark's uses assessment data to set ambitious goals for increasing student achievement as well as to measure that improvement for our students and the school against national norms.

3. St. Mark's communicates student performance throughout the school year. At Back to School Night the school principal outlines the school's goals for the year and new curriculum. The parents are then given an overview of the class curriculum and expectations from the classroom teachers. Progress reports and midterms are issued every five weeks and report cards are sent home quarterly. The 2004 fall parent-teacher conferences saw 100% of K-4 grade parents and 88% of 5-8 grade parents in attendance. Students' success is acknowledged weekly in our school newsletter, which publishes the honor roll and at chapel where good conduct is recognized and Student of the Month is awarded. The school newspaper, *The Lion's Roar*, highlights winners of contests and showcases extra-curricular student performances. The school principal hosts annual breakfasts where parents may ask questions and discuss any items relating to the school. Our monthly Parent-Booster Club meeting is attended by the vice-principal and is a good forum for parent communication. St. Mark's website posts the homework for each class, upcoming events, and projects. Many parents communicate via email with their child's teacher. The spring Open House provides parents with an opportunity to view cumulative student projects. At the end of the year, a special awards chapel is held to recognize students in grades K-7 with student improvement and Christian virtue awards. Eighth grade students have their own Awards Night the last week of school.

Our assessment data is shared with the school board, the church council, and with parents at the spring parent luncheon. Individual student scores are discussed with parents at the spring school conferences. The principal is also available to explain school testing procedures and meets with small groups of parents in May. Articles about St. Mark's student activities have appeared in the local newspaper and the school has been featured in the Evangelical Lutheran Church of America's *Making Christ Known* and *Lutheran Women Today*.



## **PART IV- INDICATORS OF ACADEMIC SUCCESS**

4. St. Mark's Lutheran School is a member of the Evangelical Lutheran Education Association (ELEA) as well as our local network, The Lutheran Schools of Southern California and Hawaii. The ELEA has a vested interest in student performance as it administers the accreditation process for our Lutheran schools and consistently promotes academic excellence and standards. Our local network consists of over 30 Lutheran Schools. Regularly scheduled meetings are held throughout the school year. St. Mark's shares student performance information as well as curriculum innovations, and discussions involving successful school practices occur. The school administration also attended the ELCA/ELEA Administrators' Conference in Anaheim in 2004. Over 100 administrators attended workshops and discussed their schools triumphs as well as concerns in small group discussions. Our school principal was a presenter at the conference, sharing her insight into how school leaders can survive their multi-faceted job responsibilities while maintaining academic excellence at their school site.

St. Mark's Lutheran School works closely with the Hacienda/La Puente Unified School District. Assessment data, school surveys, and the administration of federal programs in which St. Mark's participates involve close communication with public school officials. St. Mark's holds articulation meetings with area schools, in order to facilitate a smooth transition to high school for our students. St. Mark's hosts an annual High School Information Night, which is open to other private and public school students. Over 44 high schools have been in attendance, with some traveling from Canada and Utah to recruit St. Mark's students. St. Mark's takes tremendous pride in its students and their accomplishments. We will continue to work with other Lutheran schools and our local school districts not only to share our mutual successes, but also to find ways to further serve our students and strengthen our academic program.

## **PART V – CURRICULUM AND INSTRUCTION**

1. St. Mark's rigorous curriculum is aligned with state and national standards. Faculty members collaborate to set common instructional strategies to attain academic goals. Testing data is analyzed by staff to address areas where adjustments relating to assessed standards are needed. The core school curriculum consists of mathematics, reading/language arts, science, and social studies. Physical education/health, religion, music, art, speech, foreign language, and computer education add breadth to the curriculum. St. Mark's provides challenging, focused learning opportunities for our students.

Mathematics in grades K-7 encompass the five strands of the California math standards; number sense, algebra/functions, measurement/geometry, statistics/data analysis/probability, and mathematical reasoning. St. Mark's eighth graders are divided into three sections of learners. All groups complete Algebra I, with the advanced group moving into trigonometry ratios and an introduction to geometry. Mathematics is integrated into the computer program where students engage in drill and practice and are taught graphing and the production of spreadsheets and databases.

The subjects of reading/language arts, science, and social studies have cross-curricular integration at St. Mark's, particularly in the areas of reading comprehension and writing development. Topic sentences are developed in conjunction with science and social studies assignments. The reading/language arts curriculum's concentration is on reading fluency, vocabulary development, writing mechanics, grammar, and oral communication.

St. Mark's science program embraces state science standards. Earth, life, and physical science, along with the processes of investigation and experimentation are an integral part of the curriculum. Grades K-8 have science kits in their classrooms, and any teacher may check out equipment from our fully equipped junior high science lab. Expanded learning opportunities occur through trips to the ocean institute, zoo, science center, aquarium, star lab, sixth grade astronomy/environmental science trip, and seventh grade marine biology trip to Catalina Island. St. Mark's students have asked questions of an astronaut on the International Space Station through a ham radio hook-up, later visiting with her in person upon her return to earth.

The social studies program's emphasis on historical narrative, the contribution of significant individuals, and the conveyance of the rights and obligations of citizenship is drawn from the state framework. The sequential nature of St. Mark's program guides students through local, state, and national history. An examination of other cultures and world history past and present are an integral part of our program.

St. Mark's foreign language program reflects our community and celebrates its cultures. All fifth grade students take an exploratory course in Chinese, acquiring knowledge of everyday words; colors and numbers, learning how to give and follow directions, and place telephone calls. Spanish classes for grades 6-8 teach the basics of conversation, with students delving into sentence structure, verb conjugation, and beginning to read Spanish with confidence.

St. Mark's other specialty subjects enhance the curriculum for all of our K-8 students. Our religion curriculum permeates the entire curriculum with its emphasis on God's grace and the importance of service to others. Physical education/health class is designed with developmentally appropriate games and activities. Individual improvement is emphasized and school-wide participation in the Presidential Physical Fitness Testing saw 188 students earn awards. The health curriculum focuses on the importance of nutrition and a healthy lifestyle. This dovetails with the religion curriculum, which promotes the body as the temple of God. Our computer classes reinforce coursework in the classroom as well as instruct students in keyboarding, graphic design, databases, and spreadsheets. The music and art curriculums are based on national standards. The music program begins with basic vocal techniques. All students acquire the ability to read music and play hand bells by graduation. Art in grades K-4 is based on the National Visual Art Standards, while students in grades 5-8 study the elements of art, multi-cultural art, and the great masters.

2. St. Mark's reading program is rigorous and well articulated. The administrators and the K-8 language arts teachers have developed this program, using current research, state standards, and years of observation of successful practices. The program's two main goals are to enable students to become fully fluent readers by second grade, and to develop in students a lifelong appreciation and enjoyment of literature in a variety of genres. Skill development in reading, writing, speaking, and listening is integrated. Grades K-2 use the *Sing, Spell, Read, and Write* program. This program provides systematic explicit phonetic instruction and addresses all modalities of student learning through the use of songs, charts, games, and decodable texts. Students progress through the texts at their own pace. Increased emphasis is placed on comprehension strategies beginning in second grade.

The reading curriculum provides continuity and support for the spiraling of state standards with the use of the Scholastic *Literacy Place* Program. One reason that it was chosen was for the rigor of its text, which challenges our many high performing students. Stories are multi-cultural and represent a variety of literature genres. Literature themes from the stories inspire special classroom activities and integration of science and social studies topics. These special events provide the impetus for creative writing, speaking, listening, and art. Students are encouraged to read to learn. Core literature books, poetry, newspapers, and thematic units enhance the reading curriculum in grades 3-8. This enables students to achieve or surpass the challenging state standards.

Activities that support student success and interest in reading are book clubs, multi-grade reading buddies, and theatrical productions. Our sixth grade book club appeared on cable television to discuss a recent selection. Classrooms at St. Mark's provide print rich environments and classroom libraries for self selected reading. Interest in books is generated by weekly library visits. A full time librarian does read-alouds of many books relating to topics being studied in the regular classrooms.

3. St. Mark's balanced, comprehensive social studies/history curriculum is derived from the state framework. The course of study begins with the local community and progresses to world history and cultures. K-4 field trips to local historical sites as well as a city hall are scheduled. Holidays around the world and the study of other countries begin. State government comes alive as fifth grade students travel to Sacramento to tour the state capitol and pan for gold. The seventh grade concludes their study of the Holocaust with a trip to the Museum of Tolerance. Our eighth graders culminate their study of history and government with a ten day East Coast trip. Students study critical events in depth and in an integrated manner with other subjects. The Harlem Renaissance, Holocaust, Japanese internment and totalitarianism are themes in novels read in literature. The development of historical research papers, weekly history essays, and country reports is done in collaboration with the English and computer departments. Reenactments and simulations allow students to fight the Battle of Bunker Hill, experience life on a caravan traveling across the desert, and learn medieval traditions.

The importance of participation in a democracy is emphasized. St. Mark's encourages the development of civic and democratic values. Students write letters to editors, contact their congresspersons, and engage in mock elections. Special election materials were purchased for all grade levels this year as students examined the positions of the candidates. By coloring individual election maps, students predicted the outcome of the elections. Each month at chapel students learn the patriotic song of the month, as well as participate in civic responsibilities by supporting our offering collection, food drives, and a toy drive.

St. Mark's school funds our parent-led Black History Committee. Each year the committee selects a theme and then prepares an exhibit for the school library, distributes materials for the classroom, runs contests, and organizes a school wide assembly.

4. St. Mark's has utilized *Enhancing Professional Practice* by Charlotte Danielson in developing our philosophy of instructional delivery. We believe the basis for sound instructional methods is a school-wide learning environment that is comfortable, respectful, and orderly. Teachers hold high expectations for students and are deeply committed to creating an atmosphere of excitement about the importance of learning.

Staff understanding of the theory of multiple intelligences and the needs of diverse learners has been the catalyst for a variety of instructional strategies to be implemented. Teachers use brainstorming, story telling, and role-playing to increase problem-solving skills. Interviews, class discussions, informal and formal debates improve student speaking and listening abilities. Direct instruction with guided practice helps students learn skills and concepts. Graphic organizers, learning logs, manipulatives, and demonstrations stimulate visual learners. Kinesthetic learners benefit from the interactive nature of classroom learning centers, peer editing, computer and science labs, as well as our music and physical education programs. Critical thinking skills are improved through expository writing, deriving equations, and scientific inquiry. One-on-one, small groups, whole group, and co-operative learning accommodate the different learning styles of our students. Teachers use technology to present information and help students gather and present data for school projects. The computer lab provides a venue for publishing student-authored work in grades K-8.

Student organization is encouraged through school assignment notebooks for grades 3-8. All students in grades 5-8 set personal and academic goals with their parents before the beginning of the school year. Each student is assigned a faculty advisor who meets with 8-10 students throughout the year to assist students in reaching their goals.

Teacher/student interaction is the heart of instruction at St. Mark's. Our professional teaching staff's instructional delivery reflects research based practices that bring success to our diverse student population and provides students the feedback necessary for individual student improvement.

5. St. Mark's professional development program subscribes to the view of teaching described in the *California Standards for the Teaching Profession*. We embrace its philosophy that "the nature of teaching requires continuous growth in order to engage and challenge increasingly diverse students in a rapidly changing world." A single standard is chosen each year for emphasis. Our focus this year is on engaging and supporting all students in learning. Inservice to support this standard has involved the DVD series *Mentoring for Mastery, Developing the Skills of a Master Teacher*. Staff members learned how to implement a results oriented teaching model. Recent professional inservices have included: a systematic approach to improving student writing, multiple intelligences, effective teaching, and successful discipline strategies with middle school students. We have ongoing inservice to more fully integrate technology in the classroom, which builds upon previous knowledge and skill attainment. Staff meetings provide additional professional development opportunities. Teacher-led staff development involving the use of rubrics in the assessment process is currently in progress.

Professional development requires resources. Each teacher has a professional classroom library. It includes a copy of *The Effective Teacher*, books on student assessment and classroom management techniques, handouts about successful practices, and the St. Mark's Philosophy of Curriculum and Instruction manual created by our director of curriculum. Our school professional library contains over 500 books as well as videotapes and DVD's. St Mark's provides professional memberships in organizations such as in the Association for Supervision and Curriculum Development, the National Council of the Social Studies, the National Association of Music Education, and the National Association of Elementary School Principals. Conference fees to regional events and costs for staff members to attend workshops have been provided. Tuition assistance for college courses has been available on a limited basis. St. Mark's school board seeks to expand this program next year as part of its continuing commitment to professional staff development.

## PART VI - PRIVATE SCHOOL ADDENDUM

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*The purpose of this addendum is to obtain additional information from private schools as noted below. Attach the completed addendum to the end of the application, before the assessment data tables.*

1. Private school association(s): **Evangelical Lutheran Education Association (ELEA)**  
(Identify the religious or independent associations, if any, to which the school belongs. List the primary association first.)

2. Does the school have nonprofit, tax exempt (501(c)(3)) status? Yes **X** No \_\_\_\_\_

3. What are the 2004-2005 tuition rates, by grade? (Do not include room, board, or fees.)

\$ <u><b>4,460</b></u>	\$ <u><b>4,460</b></u>	\$ <u><b>4,460</b></u>	\$ <u><b>4,460</b></u>	\$ <u><b>4,460</b></u>	\$ <u><b>4,460</b></u>
K	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>
\$ <u><b>4,460</b></u>	\$ <u><b>4,460</b></u>	\$ <u><b>4,460</b></u>	\$ <u><b>N/A</b></u>	\$ <u><b>N/A</b></u>	\$ <u><b>N/A</b></u>
6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>
\$ <u><b>N/A</b></u>	\$ _____				
12 <sup>th</sup>	Other				

4. What is the educational cost per student? \$ **5,502**  
(School budget divided by enrollment)

5. What is the average financial aid per student? \$ **240.00**

6. What percentage of the annual budget is devoted to scholarship assistance and/or tuition reduction? **4** %

7. What percentage of the student body receives scholarship assistance, including tuition reduction? **34** %

## **ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS**

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate table for each test and grade level, and place it on a separate page. Explain any alternative assessments.

Subject Reading Grade 3rd Test Terra Nova  
Edition/Publication Year 1996 Publisher CTBS/McGraw-Hill

Scores are reported here as (check one): NCEs **X** Scaled scores \_\_\_\_\_ Percentiles \_\_\_\_\_

<b>READING SCORES</b>	2003-2004	2002-2003	2001-2002
Testing month	<b>March</b>	<b>March</b>	<b>March</b>
<b>SCHOOL SCORES</b>			
Total Score	<b>62.3</b>	<b>57.3</b>	<b>61.8</b>
Number of students tested	<b>57</b>	<b>83</b>	<b>65</b>
Percent of total students tested	<b>100</b>	<b>100</b>	<b>100</b>
Number of students alternatively assessed	<b>0</b>	<b>0</b>	<b>0</b>
Percent of students alternatively assessed	<b>0</b>	<b>0</b>	<b>0</b>
<b>SUBGROUP SCORES</b>			
1. <u>Asian</u> (specify subgroup)	<b>66.1</b>	<b>61.9</b>	<b>60.1</b>
Number of students tested	<b>20</b>	<b>31</b>	<b>27</b>
2. <u>Hispanic</u> (specify subgroup)	<b>57.3</b>	<b>52.4</b>	<b>56.7</b>
Number of students tested	<b>18</b>	<b>25</b>	<b>13</b>

Subject MATH Grade 3rd Test Terra Nova  
Edition/Publication Year 1996 Publisher CTBS/McGraw-Hill

Scores are reported here as (check one): NCEs **X** Scaled scores \_\_\_\_\_ Percentiles \_\_\_\_\_

<b>MATH SCORES</b>	2003-2004	2002-2003	2001-2002
Testing month	<b>March</b>	<b>March</b>	<b>March</b>
<b>SCHOOL SCORES</b>			
Total Score	<b>62.9</b>	<b>59.1</b>	<b>65.9</b>
Number of students tested	<b>57</b>	<b>83</b>	<b>65</b>
Percent of total students tested	<b>100</b>	<b>100</b>	<b>100</b>
Number of students alternatively assessed	<b>0</b>	<b>0</b>	<b>0</b>
Percent of students alternatively assessed	<b>0</b>	<b>0</b>	<b>0</b>
<b>SUBGROUP SCORES</b>			
1. <u>Asian</u> (specify subgroup)	<b>68.7</b>	<b>66</b>	<b>69.4</b>
Number of students tested	<b>20</b>	<b>31</b>	<b>27</b>
2. <u>Hispanic</u> (specify subgroup)	<b>54.9</b>	<b>54</b>	<b>60.9</b>
Number of students tested	<b>18</b>	<b>25</b>	<b>13</b>

## **ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS**

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate table for each test and grade level, and place it on a separate page. Explain any alternative assessments.

Subject **Reading** Grade **4th** Test **Terra Nova**  
Edition/Publication Year **1996** Publisher **CTBS/McGraw-Hill**

Scores are reported here as (check one): NCEs **X** Scaled scores \_\_\_\_\_ Percentiles \_\_\_\_\_

<b>READING SCORES</b>	2003-2004	2002-2003	2001-2002
Testing month	<b>March</b>	<b>March</b>	<b>March</b>
<b>SCHOOL SCORES</b>			
Total Score	<b>62.3</b>	<b>60.6</b>	<b>58.7</b>
Number of students tested	<b>90</b>	<b>71</b>	<b>89</b>
Percent of total students tested	<b>100</b>	<b>100</b>	<b>100</b>
Number of students alternatively assessed	<b>0</b>	<b>0</b>	<b>0</b>
Percent of students alternatively assessed	<b>0</b>	<b>0</b>	<b>0</b>
<b>SUBGROUP SCORES</b>			
1. <u><b>Asian</b></u> (specify subgroup)	<b>65.8</b>	<b>60.7</b>	<b>59.3</b>
Number of students tested	<b>34</b>	<b>28</b>	<b>30</b>
2. <u><b>Hispanic</b></u> (specify subgroup)	<b>57.3</b>	<b>59.5</b>	<b>54.9</b>
	<b>29</b>	<b>17</b>	<b>33</b>

Subject **MATH** Grade **4th** Test **Terra Nova**  
Edition/Publication Year **1996** Publisher **CTBS/McGraw-Hill**

Scores are reported here as (check one): NCEs **X** Scaled scores \_\_\_\_\_ Percentiles \_\_\_\_\_

<b>MATH SCORES</b>	2003-2004	2002-2003	2001-2002
Testing month	<b>March</b>	<b>March</b>	<b>March</b>
<b>SCHOOL SCORES</b>			
Total Score	<b>63.7</b>	<b>66.3</b>	<b>60.5</b>
Number of students tested	<b>90</b>	<b>71</b>	<b>89</b>
Percent of total students tested	<b>100</b>	<b>100</b>	<b>100</b>
Number of students alternatively assessed	<b>0</b>	<b>0</b>	<b>0</b>
Percent of students alternatively assessed	<b>0</b>	<b>0</b>	<b>0</b>
<b>SUBGROUP SCORES</b>			
1. <u><b>Asian</b></u> (specify subgroup)	<b>71.2</b>	<b>68.3</b>	<b>65.2</b>
Number of students tested	<b>34</b>	<b>28</b>	<b>30</b>
2. <u><b>Hispanic</b></u> (specify subgroup)	<b>55.1</b>	<b>61.2</b>	<b>54</b>
Number of students tested	<b>29</b>	<b>17</b>	<b>33</b>

## **ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS**

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate table for each test and grade level, and place it on a separate page. Explain any alternative assessments.

Subject **Reading** Grade **5th** Test **Terra Nova**  
Edition/Publication Year **1996** Publisher **CTBS/McGraw-Hill**

Scores are reported here as (check one): NCEs **X** Scaled scores \_\_\_\_\_ Percentiles \_\_\_\_\_

<b>READING SCORES</b>	2003-2004	2002-2003	2001-2002
Testing month	<b>March</b>	<b>March</b>	<b>March</b>
<b>SCHOOL SCORES</b>			
Total Score	<b>58.6</b>	<b>60.9</b>	<b>59.5</b>
Number of students tested	<b>76</b>	<b>91</b>	<b>83</b>
Percent of total students tested	<b>100</b>	<b>100</b>	<b>100</b>
Number of students alternatively assessed	<b>0</b>	<b>0</b>	<b>0</b>
Percent of students alternatively assessed	<b>0</b>	<b>0</b>	<b>0</b>
<b>SUBGROUP SCORES</b>			
1. <u><b>Asian</b></u> (specify subgroup)	<b>61.6</b>	<b>61.3</b>	<b>60.9</b>
Number of students tested	<b>30</b>	<b>29</b>	<b>33</b>
2. <u><b>Hispanic</b></u> (specify subgroup)	<b>57.3</b>	<b>56.2</b>	<b>55.5</b>
Number of students tested	<b>17</b>	<b>32</b>	<b>28</b>

Subject **MATH** Grade **5th** Test **Terra Nova**  
Edition/Publication Year **1996** Publisher **CTBS/McGraw-Hill**

Scores are reported here as (check one): NCEs **X** Scaled scores \_\_\_\_\_ Percentiles \_\_\_\_\_

<b>MATH SCORES</b>	2003-2004	2002-2003	2001-2002
Testing month	<b>March</b>	<b>March</b>	<b>March</b>
<b>SCHOOL SCORES</b>			
Total Score	<b>65.7</b>	<b>64</b>	<b>67.8</b>
Number of students tested	<b>76</b>	<b>91</b>	<b>83</b>
Percent of total students tested	<b>100</b>	<b>100</b>	<b>100</b>
Number of students alternatively assessed	<b>0</b>	<b>0</b>	<b>0</b>
Percent of students alternatively assessed	<b>0</b>	<b>0</b>	<b>0</b>
<b>SUBGROUP SCORES</b>			
1. <u><b>Asian</b></u> (specify subgroup)	<b>71.5</b>	<b>68.6</b>	<b>72.7</b>
Number of students tested	<b>30</b>	<b>29</b>	<b>33</b>
2. <u><b>Hispanic</b></u> (specify subgroup)	<b>62.2</b>	<b>56.2</b>	<b>63.2</b>
Number of students tested	<b>17</b>	<b>32</b>	<b>28</b>



## **ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS**

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate table for each test and grade level, and place it on a separate page. Explain any alternative assessments.

Subject **Reading** Grade **6th** Test **Terra Nova**  
Edition/Publication Year **1996** Publisher **CTBS/McGraw-Hill**

Scores are reported here as (check one): NCEs **X** Scaled scores \_\_\_\_\_ Percentiles \_\_\_\_\_

<b>READING SCORES</b>	2003-2004	2002-2003	2001-2002
Testing month	<b>March</b>	<b>March</b>	<b>March</b>
<b>SCHOOL SCORES</b>			
Total Score	<b>62.8</b>	<b>57.5</b>	<b>63.9</b>
Number of students tested	<b>92</b>	<b>89</b>	<b>92</b>
Percent of total students tested	<b>100</b>	<b>100</b>	<b>100</b>
Number of students alternatively assessed	<b>0</b>	<b>0</b>	<b>0</b>
Percent of students alternatively assessed	<b>0</b>	<b>0</b>	<b>0</b>
<b>SUBGROUP SCORES</b>			
1. <u><b>Asian</b></u> (specify subgroup)	<b>63</b>	<b>57.4</b>	<b>69.5</b>
Number of students tested	<b>30</b>	<b>36</b>	<b>37</b>
2. <u><b>Hispanic</b></u> (specify subgroup)	<b>58.1</b>	<b>57.4</b>	<b>63.2</b>
Number of students tested	<b>35</b>	<b>30</b>	<b>22</b>

Subject **MATH** Grade **6th** Test **Terra Nova**  
Edition/Publication Year **1996** Publisher **CTBS/McGraw-Hill**

Scores are reported here as (check one): NCEs **X** Scaled scores \_\_\_\_\_ Percentiles \_\_\_\_\_

<b>MATH SCORES</b>	2003-2004	2002-2003	2001-2002
Testing month	<b>March</b>	<b>March</b>	<b>March</b>
<b>SCHOOL SCORES</b>			
Total Score	<b>64.6</b>	<b>65.2</b>	<b>71.4</b>
Number of students tested	<b>92</b>	<b>89</b>	<b>92</b>
Percent of total students tested	<b>100</b>	<b>100</b>	<b>100</b>
Number of students alternatively assessed	<b>0</b>	<b>0</b>	<b>0</b>
Percent of students alternatively assessed	<b>0</b>	<b>0</b>	<b>0</b>
<b>SUBGROUP SCORES</b>			
1. <u><b>Asian</b></u> (specify subgroup)	<b>69.2</b>	<b>71</b>	<b>78.3</b>
Number of students tested	<b>30</b>	<b>36</b>	<b>37</b>
2. <u><b>Hispanic</b></u> (specify subgroup)	<b>59.7</b>	<b>62.6</b>	<b>57.6</b>
Number of students tested	<b>35</b>	<b>30</b>	<b>22</b>

## **ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS**

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate table for each test and grade level, and place it on a separate page. Explain any alternative assessments.

Subject **Reading** Grade **7th** Test **Terra Nova**  
Edition/Publication Year **1996** Publisher **CTBS/McGraw-Hill**

Scores are reported here as (check one): NCEs **X** Scaled scores \_\_\_\_\_ Percentiles \_\_\_\_\_

<b>READING SCORES</b>	2003-2004	2002-2003	2001-2002
Testing month	<b>March</b>	<b>March</b>	<b>March</b>
<b>SCHOOL SCORES</b>			
Total Score	<b>63.7</b>	<b>66.5</b>	<b>66.3</b>
Number of students tested	<b>86</b>	<b>91</b>	<b>86</b>
Percent of total students tested	<b>100</b>	<b>100</b>	<b>100</b>
Number of students alternatively assessed	<b>0</b>	<b>0</b>	<b>0</b>
Percent of students alternatively assessed	<b>0</b>	<b>0</b>	<b>0</b>
<b>SUBGROUP SCORES</b>			
1. <u><b>Asian</b></u> (specify subgroup)	<b>63.4</b>	<b>70</b>	<b>66.3</b>
Number of students tested	<b>33</b>	<b>34</b>	<b>35</b>
2. <u><b>Hispanic</b></u> (specify subgroup)	<b>61.4</b>	<b>61.2</b>	<b>65</b>
Number of students tested	<b>26</b>	<b>21</b>	<b>25</b>

Subject **MATH** Grade **7th** Test **Terra Nova**  
Edition/Publication Year **1996** Publisher **CTBS/McGraw-Hill**

Scores are reported here as (check one): NCEs **X** Scaled scores \_\_\_\_\_ Percentiles \_\_\_\_\_

<b>MATH SCORES</b>	2003-2004	2002-2003	2001-2002
Testing month	<b>March</b>	<b>March</b>	<b>March</b>
<b>SCHOOL SCORES</b>			
Total Score	<b>61.6</b>	<b>77.1</b>	<b>67.6</b>
Number of students tested	<b>86</b>	<b>91</b>	<b>86</b>
Percent of total students tested	<b>100</b>	<b>100</b>	<b>100</b>
Number of students alternatively assessed	<b>0</b>	<b>0</b>	<b>0</b>
Percent of students alternatively assessed	<b>0</b>	<b>0</b>	<b>0</b>
<b>SUBGROUP SCORES</b>			
1. <u><b>Asian</b></u> (specify subgroup)	<b>67</b>	<b>73.4</b>	<b>69.4</b>
Number of students tested	<b>33</b>	<b>34</b>	<b>35</b>
2. <u><b>Hispanic</b></u> (specify subgroup)	<b>55.6</b>	<b>53.5</b>	<b>65.1</b>
Number of students tested	<b>26</b>	<b>21</b>	<b>25</b>

## **ASSESSMENTS REFERENCED AGAINST NATIONAL NORMS**

Provide the following information for all tests in reading (language arts or English) and mathematics. Show at least three years of data. Complete a separate table for each test and grade level, and place it on a separate page. Explain any alternative assessments.

Subject **Reading** Grade **8th** Test **Terra Nova**  
Edition/Publication Year **1996** Publisher **CTBS/McGraw-Hill**

Scores are reported here as (check one): NCEs **X** Scaled scores \_\_\_\_\_ Percentiles \_\_\_\_\_

<b>READING SCORES</b>	2003-2004	2002-2003	2001-2002
Testing month	<b>March</b>	<b>March</b>	<b>March</b>
<b>SCHOOL SCORES</b>			
Total Score	<b>68.4</b>	<b>64.6</b>	<b>62.3</b>
Number of students tested	<b>88</b>	<b>86</b>	<b>89</b>
Percent of total students tested	<b>100</b>	<b>100</b>	<b>100</b>
Number of students alternatively assessed	<b>0</b>	<b>0</b>	<b>0</b>
Percent of students alternatively assessed	<b>0</b>	<b>0</b>	<b>0</b>
<b>SUBGROUP SCORES</b>			
1. <u><b>Asian</b></u> (specify subgroup)	<b>68.8</b>	<b>64.4</b>	<b>59.2</b>
Number of students tested	<b>33</b>	<b>36</b>	<b>32</b>
2. <u><b>Hispanic</b></u> (specify subgroup)	<b>64.2</b>	<b>64.8</b>	<b>63.1</b>
Number of students tested	<b>19</b>	<b>24</b>	<b>24</b>

Subject **MATH** Grade **8th** Test **Terra Nova**  
Edition/Publication Year **1996** Publisher **CTBS/McGraw-Hill**

Scores are reported here as (check one): NCEs **X** Scaled scores \_\_\_\_\_ Percentiles \_\_\_\_\_

<b>MATH SCORES</b>	2003-2004	2002-2003	2001-2002
Testing month	<b>March</b>	<b>March</b>	<b>March</b>
<b>SCHOOL SCORES</b>			
Total Score	<b>69.7</b>	<b>66.8</b>	<b>67.9</b>
Number of students tested	<b>88</b>	<b>86</b>	<b>89</b>
Percent of total students tested	<b>100</b>	<b>100</b>	<b>100</b>
Number of students alternatively assessed	<b>0</b>	<b>0</b>	<b>0</b>
Percent of students alternatively assessed	<b>0</b>	<b>0</b>	<b>0</b>
<b>SUBGROUP SCORES</b>			
1. <u><b>Asian</b></u> (specify subgroup)	<b>77.6</b>	<b>71.9</b>	<b>71.7</b>
Number of students tested	<b>33</b>	<b>36</b>	<b>32</b>
2. <u><b>Hispanic</b></u> (specify subgroup)	<b>59.7</b>	<b>63.6</b>	<b>64.9</b>
Number of students tested	<b>19</b>	<b>24</b>	<b>24</b>

